

WVC Assessment Analysis

Instruction program area plans for the past four years (19-20, 20-21, 21-22, 22-23) were reviewed to evaluate the use of data that is incorporated into annual area plans and assessment vignettes at WVC; see Table 1 and Figure 1 below.

Table 1. Comparison of Data Use and Incorporation of Assessment into Instruction Program Area Plans						
Year	# of Instruction Program Area Plans	# of Area Plans with Data	Data Type*		Assessment question identified	Ass Question Identified (% of area plans)
			Completion, retention, enrollment and/or demographic data	Learning Outcomes		
19-20	32	20	15	6	22	69%
20-21	34	18	12	11	26	76%
21-22	37	34	17	31	35	95%
22-23	36	18	9	10	31	86%

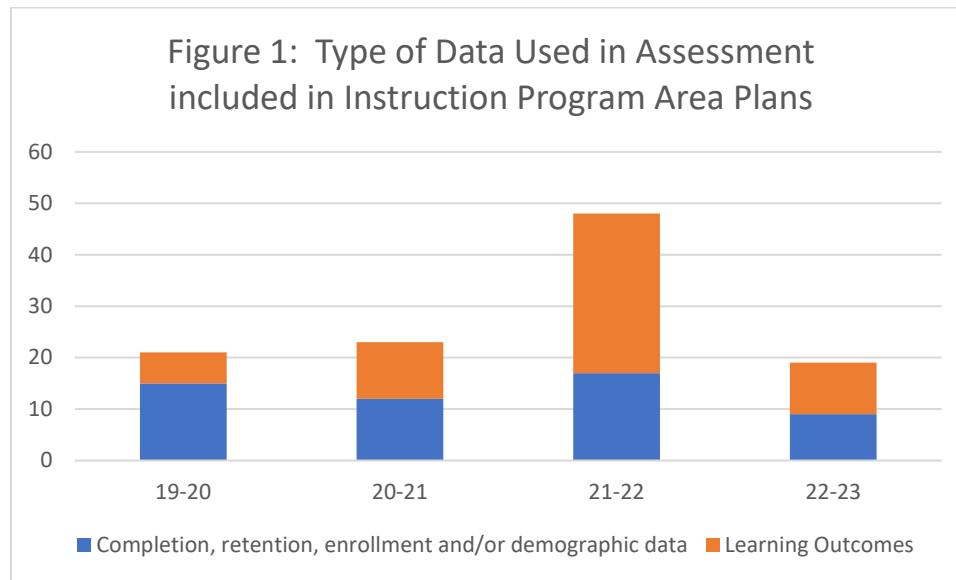


Table 2 and Figure 2 (below) evaluate the cycle of assessment at WVC over the past 4 years by documenting the number of programs asking assessment questions and their phase in the assessment cycle of inquiry. Here is how the phases are defined:

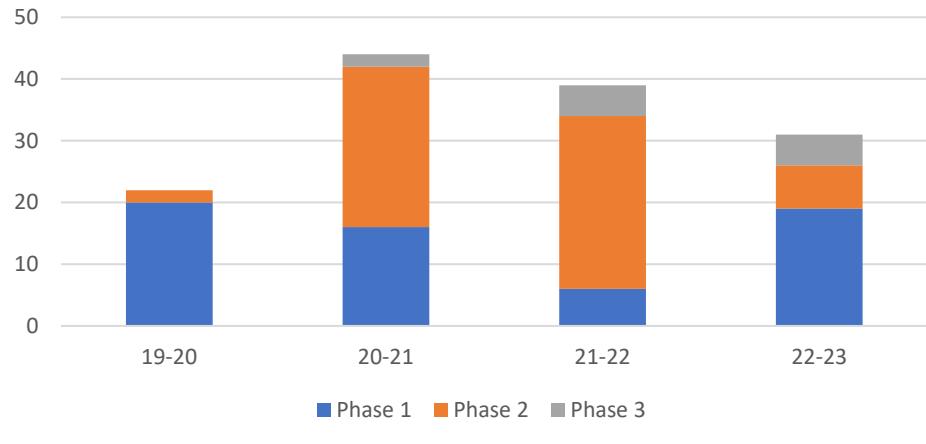
- Phase 1 – Program has identified an assessment question and they plan to start collecting data;

- Phase 2 – Program has collected data to answer an assessment question. As a result of this data collection, the program has proposed interventions to improve student learning and/or they have proposed to dig deeper and further evaluate this assessment question; and
- Phase 3 – Program is closing the loop on assessment indicating that the program has evaluated a second round of data collection to assess the change implemented as a recommendation of Phase 2. Programs may also be in Phase 3 if the initial evaluation of student learning indicates that students are achieving the benchmarks for success. Either way, once a program has reached Phase 3, they should work towards identification of another assessment question to re-start the cycle of inquiry.

Table 2: Phase of Assessment documented in
Instruction Program Area Plans

Year	Phase 1	Phase 2	Phase 3
19-20	20	2	0
20-21	16	26	2
21-22	6	28	5
22-23	19	7	5

Figure 2: Phases of Instruction Program
Assessment at WVC



While the tables and figures above document fewer area plans with data in 22-23 compared to 21-22, the reason for this is that many programs have completed a three-year cycle of assessment and moved on to a new assessment question. One might think that the Phase 3 bar should continue to grow longer in year 4, however, what has actually happened can be explained by the following:

- Many programs collected data and documented student success in Phase 2 in 21-22 and so they have moved on to a new assessment question re-entering Phase 1 in 22-23.

- There were likely a few programs that were in Phase 3 in 22-23, however, they were recorded as Phase 2. To remedy this, future area plan formats should request clarification from faculty to identify their Phase of assessment if WVC wants to continue to quantify this process.
- Some faculty may not be 'closing the loop'. They may collect the data and make an intervention to remedy the situation and then they either don't collect the data a second time or they don't report the data a second time. To improve the process of closing the loop, WVC should highlight examples from programs such as GEOG, BCT, CHST, SDS and ANTH who have closed the loop with data collection again post intervention.

WVC compensates 47 instructional programs to prepare area plans. In 2021-2022, 39 of those instructional programs turned in area plans to canvas but 2 positions were vacant (Theatre and Economics) so 82% of instructional programs turned in an area plan and 87% of those program area plans contained assessment data and/or assessment questions. In 2022-2023, 36 of those instructional programs turned in area plans to canvas but 2 positions were vacant (Theatre and American Indian Studies) so 80% of instructional programs turned in an area plan and 89% of those program area plans contained data and/or assessment questions.

In addition to the instruction program area plans, seven non-instructional areas turned in area plans in 2022-2023: Athletics, Counseling, Financial aid, Library, Student access, Student support and TRIO. The planning and assessment work done in these area plans is included in the following summary. The following list outlines some of the continuous improvement work described in 22-23 area plans in order to improve student learning at WVC. Some of the programs doing each type of work are also listed next to the type of work. If faculty are interested to learn more about each type of work, then they could review that area plan in canvas and/or reach out to the program coordinator.

- Revision of CLO's and/or PLO's to align with State, National and/or accreditation standards: CDS, Chem
- Course, curriculum or program revisions to improve student learning based upon new technology available and/or industry feedback: BCT, CDS, ESRT, Machining, INDT, CTS
- Updating equipment (completed, ongoing or needed) to improve student learning in order to train students on industry standard equipment: BAS-ET, Rad Tech, Ag, Machining, Auto, ESRT, Digital design, INDT, Art, CTS
- Seeking industry and/or student feedback on course and/or credential alignment with industry in order to make course and/or credential improvements to improve student learning: CDS, BCT, Bus/Acct, NATR, Crim Just., Math, Pharm Tech
- Seeking and/or maintaining accreditation: Nursing, MLT, BAS-ET, Pharm Tech, ECE
- Tracking student learning based upon national (standardized) exam pass rates (and establishing benchmarks to define success) and making curriculum revisions as needed if low scores arise (specifically if low scores arise in certain content areas): Nursing, Rad Tech, Pharm Tech, ESRT, MLT, Chem, Physics, BCT, MA
- Use of course fees to improve student learning: CTS, Math
- Course changes to improve remote learning: CTS, Mach
- Developing rubrics to improve consistency amongst faculty and/or improve student learning: ECE, INDT, Graphic Design, BAS-ET, HUM
- Use of pre- and post- instruction evaluation to demonstrate student learning: CHST, Earth Sci, GEOG, Hist, World Languages
- Assessing a PLO using a project, paper, or essay: Anth, Art, Geol, Hist, Phil, Econ, BSN

- Assessing a PLO using one or more assignments: GEOG, Math, Political Science, Earth Sci, BAS-ET
- CLO-PLO mapping: GEOG
- Assessing a PLO using an interview/survey: Athletics, Counseling, Financial Aid, Student access, TRIO, Ag, Omak
- Incorporating anti-racist curriculum: ENGL
- Assessing impact on student learning of additional student support: SDS, Student support services

Some of the continuous improvement work listed above is being evaluated through data collection but some of it is not. For the continuous improvement work that is not currently linked to data collection efforts, there is probably data that could be collected in order to turn these continuous improvement efforts into assessment work and gain valuable insight into student learning associated with interventions.

Data compilation to support the tables, figures, and analysis in this document has been recorded in spreadsheets which are available upon request.